



**ENG 1302.009: Written Argument and Research  
COURSE SYLLABUS: Fall 2015**

Meets: MWF 9:00am-9:50am

Location: HL306

Begins 8/31/15 · Ends 12/11/15



**Instructor:** Khimen Cooper

**Office Location:** HL 115

**Office Hours:** Monday and Wednesday 11:00am-12:00pm

*Monday and Wednesday between 12:00pm-5:00pm by Appointment*

**Office Fax:** (903) 886.5980

**University Email Address:** [kcooper7@leomail.tamuc.edu](mailto:kcooper7@leomail.tamuc.edu)

**Class Web Site:** <https://eng1302tamuc.wikispaces.com/1302+Class+Home>

**PLEASE NOTE:** This is a common syllabus used by all graduate students teaching sections of this course.

<b>COURSE INFORMATION</b>
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**Course Description:**

This course is all about conducting research. In the writing program at Texas A&M University- Commerce, we believe that students learn to do research best by conducting research products of their own design but with some focus and help of their instructors. Therefore, in this class you will conduct ethnographic research projects in which you will “go out into the field” in efforts to learn something about reading and writing in contexts or in its “natural habitat.” You will then become more informed about these findings by comparing what you’ve learned with scholarship conducted by professional researchers and conducting further “library research” to help you create a more informative research report.

**Student Learning Outcomes:**

- Students will be able to identify features of ethical research practices.
- Students will be able to evaluate subject position and how it can affect research findings.
- Students will be able to identify conventions of research and citation in academic texts.
- Students will be able to articulate features of academic research writing.

**Materials – Textbooks, Readings, Supplementary Readings, and Technological Access Requirements:**

*Textbooks Required:*

Adkins, Tabetha. *Ethnographic Inquires in Writing*. Southlake, Texas: Fountainhead Press, 2010. 978-59871-435-7

Sunstein, Bonnie Stone and Elizabeth Chiseri-Strater. *FieldWorking: Reading and Writing Research*. Bedford/St. Martin's, 2006. 978-0-312-43841-8

*Materials Required:*

Pen and Paper for taking notes during class (see “*Instructor Policies*” for info on laptops/electronics in class)

Thumb drive or other means (dropbox.com account, for example) of storing digital versions of the essays and other written material you generate (always, always keep a backup of everything you turn in! Technology issues WILL

NOT excuse late work).

Access to your **University email address** that you check everyday

Access to Class Wikispace Page for supplemental course information

Access to a printer, ink, and paper OR money on your Leo Card (University ID) for printing purposes

Access to a computer with a word processing program: *The campus library, Writing Center in the Hall of Languages, and the Foreign Language Lab in the Hall of Languages all offer computer and printer access- however, students are expected to pay for their printed work via their lion cards. It's a good idea to keep money on your lion card at all times for this reason.*

Some supplementary texts for this course exist exclusively online, so you **must have Internet access** to read and/or view these texts

#### Optional Texts:

Resources for Ethnographic Research (asking good interview questions, professional associations' codes of ethics, etc.)

<http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/interviewQuestions.aspx>

## COURSE REQUIREMENTS

### Instructional / Methods / Activities Assessments

#### Grading:

- **Revisions:** Because this is a course that moves very quickly, there will be no options for revision. I highly recommend giving yourself enough time to revise your own work before submitting, and if possible, taking advantage of the Writing Center tutors who can also assist you in your compositions.  
*\*\*Those who do not turn in Writing Assignments on time, or who fail due to plagiarism will not be allowed to revise- no exceptions.*
- **Printed Work:** All work will be typed and printed for this class. Handwritten work, with an exception of journals and assignments completed during class time, will **NOT** be accepted. Electronic assignments will only be accepted if the student has previously discussed the issue with the instructor and received permission. Otherwise, all work will be printed and turned in *on time*.  
*\*\*Missing class because a paper that you have not completed is due is a very unwise choice. EVERY class we have will be very important- if you didn't do the work, missing a class day will only make it more difficult to succeed.*
- **Late Work:** Late work will only be accepted if you have contacted the instructor at least 24 hours in advance about the issue *and she chooses* to grant you an extension. Depending on the situation, the paper will be docked 15 points for lateness. If your reason legitimately falls under her Excused Absences Policy and you contact her 24 hours in advance you *may* not lose points. Student who do NOT contact the instructor and receive an extension will NOT be able to turn their essays in late. They will receive a zero. NO EXCEPTIONS.  
*\*\*Having to work late, having trouble coming up with something to write, computer problems, document loss, internet issues, other classes assignment loads, etc. DO NOT count as legitimate reasons for an extension. **Computers crash, life happens, and papers will still need to be turned in when they are due.***  
*\*\*I recommend using dropbox, or other outside methods of saving documents such as emailing them to yourself because computers do crash and flash drives do get eaten by your dog. Which is unfortunate, but still not an excuse.*
- **Extra Credit:** Instructor may offer extra credit opportunities periodically throughout the semester. As these opportunities present themselves she will give students ample time to complete and submit these. **Any** extra credit opportunity will be available for **all** students (*there will not be special cases made for individual students*). Students are encouraged to suggest possible extra credit options, offer a compelling and logical argument as a class, and instructor will consider including it in the schedule. Extra credit options will end at the end of Unit Four. Students will not be granted extra credit as a means to pass the class. Extra credit is not the answer for students on the verge of failing—students are expected to keep up with their work and grades throughout the entire semester.

#### Grading Scale:

90-100	A
89-80	B
79-70	C
69-60	D
59 and below	F

#### Assignment Grading Scale:

WA1	8%
WA2	7%
WA3	10%
WA4	5%
Annotated Bibliography	10%
Conference	2%
5 Response Papers	15%
Quizzes	10%
Participation and Attendance	10%
Email Proposal	3%
Final Ethnographic Essay (70pnts.) and Visual Presentation (30pnts)	20%

#### Assignment Descriptions:

*\*\*More detailed prompts and rubrics are accessible on the class wiki space.*

##### *Emailed Proposal (3%)*

To demonstrate successfully reading the “How to email your professor” article, and also submit a preliminary proposal describing the community you wish to research for your project you send an email describing the community you wish to research, including your connection to that site, and why you think it is a good choice for your research project. This email should follow ALL of the guidelines laid out in the article you read and answer all of this prompt. It should only be about 2-4 sentences long.

##### *Writing Assignment 1- Description of Terms (8%)*

This paper will define important terms using quotes from class texts **and** using your own definitions with specific examples. You will explain what *discourse* is, *discourse community*, *literacy*, *ideology*, and *ethnography*. You will identify the *purpose of ethnographic research*, various *methods and approaches* for conducting ethnographic research, and **connect all of these things** (ethnographic research and the terms you define) with a solid conclusion.

Length: 1000 words (apx 3 pages)

Essay should include at least 2 quotes from the reading

##### *Writing Assignment 2- Proposal (7%)*

Length: Continuing from WA1 lead into a proposal in which you present the community you wish to research for your project. This proposal will introduce the community, define the parameters for that community, briefly discuss those who participate in the community, explain the student's connection to the community (as an insider or an outsider), clearly state research goals and what student wishes to obtain from the research (see semester research question), and explain the research methodology the student will utilize.

Length: 1000 words (apx 3 pages)

Essay should include at least 1 quote from the reading

##### *Writing Assignment 3- Ethical Research (10%)*

Discussing the purpose of your project, through this essay you will clearly explain how you will successfully reach your research goals *ethically*. To do this you need to first discuss ethics and what ethical research is. You will have to consider your community in particular and discuss possibly unethical routes a research could take with such a community,

clarifying the ethical routes that you will take. You'll be transparent about possible personal expectations that you have with this community and explain how you will remain objective. With this, you will clarify how your own emotional baggage/biases could hinder your research and explain how you will check all of those at the door to your best ability.  
Length: 1000 words (apx 3 pages)  
Essay should include at least 1 quote from the reading

#### *Writing Assignment 4- Description of Discourse Community (5%)*

This essay will describe the physical aspects of your site. You will paint a picture of the physical site itself (this can be complicated if your site is online, but still very doable), the artifacts from your site (describe at least 3 artifacts), and explain in detail how at least one of these artifacts connects to a literacy at your site. You will also explain the individuals who identify with your community.  
Length: 1300 words (apx 4 pages)  
Essay is not required to include any quotes from the reading

#### *Annotated Bibliography (10%)*

Since good ethnographic research involves both fieldwork and traditional library research, you will need to gather sources that inform what you learn in your fieldwork. These sources should be books, peer reviewed journal articles, and other relevant sources *approved by your instructor*. Since the research you're doing is scholarly, you will *only use credible sources to support your claims*. (That means no *Wikipedia* or Dictionary entries, for example.) You must annotate **six items**. These items will include proper bibliographic information followed by annotations. Three of your sources will be from in class texts (they must come from one of the text books), and your other three sources will be outside sources you find on your own.  
Length: Annotations should be 80-100 words in length a piece *not including bibliographic information*.

#### *Quizzes (10%)*

There will be five quizzes throughout the semester that completely depend on attendance and can't be made up. The quizzes will be based off of class lectures, homework reading, and research findings. Students who show up for class after quizzes have been taken will not be able to make up the quiz.

#### *Attendance and Participation (10%)*

It's important to attend class so you can keep up with what's going on. Similarly, participation is vital. Students will be graded on both attendance and participation every day so not only coming to class but actually participating in discussions and group exercises is important.

#### *Conferences (2%)*

There will be one conference during the semester that students will sign up for during class. Students will be expected to show up for the time that they sign up for. Conferences will be held back to back, so students who miss their time will not be able to make it up.

#### *Final Ethnographic Project (20%)*

Your final ethnographic project will consist of two parts:

##### Part 1 will be a visual project (this will make up 30 points of your Final Ethnographic Project)

This project is a digital visual presentation of your research throughout the semester. It can be composed on Prezi, PowerPoint, or YouTube.

*\*If you have another digital format you'd like to request, email your instructor prior to the due date for permission.*

You will need to plan to present this digital project at the Celebration of Student Writing so you have all semester to research the library's policy on renting iPads and Laptops if you do not have access to your own.

##### Part 2 will be an academic essay (this will make up 70 points of your Final Ethnographic Project)

The written aspect of your final will be made up of the research you've conducted throughout the semester. It will be a combination of your Writing Assignments 1, 2, 3, and 4. You are allowed to use pieces from your previous papers but you will need to smoothly transition from one to the next (*So don't just copy and paste your writing assignments together and turn it in. That will get you a zero.*) You will NOT include your full annotations in this essay, but you WILL quote all six of your sources at least once throughout this paper (*this means you will quote the source- not yourself*). This final essay will: Have an introduction that clearly explains the purpose of this essay, presents your research question, includes an identifiable thesis statement, and discusses your methodology.

Your paper will introduce and define all important terms used for this research, explain what ethnographic research is (WA1), introduce community that was researched, explain why this community was a good choice to research (WA2), detail your code of ethics (WA3), paint a thorough picture of your community including participants, artifacts, and the community itself (WA4), clearly present verbal and nonverbal literacies that exist and function within the community, introduce at least two examples of literacy practices and literacy events within the community, describe two ideologies that exist within the community and explain how at least one of those ideologies is communicated as an ideological literacy. This paper will conclude with a solid answer to your research question.

Length: 3500 words (apx 15 pages)

Essay will include 6 quotes (one from each source from student's Annotated Bibliography)

**Both parts of this final will be due on Wednesday August 12<sup>th</sup> by 9pm via email**

## COMMUNICATION AND SUPPORT

### Interaction with Instructor Statement:

Please contact your instructor with any questions you may have. Your instructor's communication preference is e-mail, and her address is: [kcooper7@leomail.tamuc.edu](mailto:kcooper7@leomail.tamuc.edu). Also, each instructor in the department of literature and languages is required to keep at least three office hours per course per week.

### Grievance Procedure:

If you have concerns about the class or about me as an instructor, please speak to me about those concerns. If you are not satisfied with the outcome of our conversation, the next person in the chain of command is the Director of the Writing Program, Dr. Tabettha Adkins. Her e-mail address is [Tabetha.Adkins@tamuc.edu](mailto:Tabetha.Adkins@tamuc.edu).

See grievance procedures here: <http://web.tamuc-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

#### Writing Center

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. In order to ensure the most effective session possible, we offer visitors the following suggestions: First make an appointment, then (1) Get started on your writing project early, and visit the Writing Center **at least one day before your final draft is due**. You will need time to work with the ideas and suggestions generated in your tutorial sessions. (2) Bring a written copy of your assignment, any relevant readings, and one or two specific questions or concerns you would like to discuss with us.

The Writing Center is located in the Hall of Languages, Room 103 (903-886-5280) and online at <http://web.tamuc-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>

#### Attendance Policy

Excused absences include religious holidays, military service, or University sanctioned activities. IF there is an emergency of any other kind in which the student will not be able to attend a class s/he should contact the instructor who, at her discretion, *may* count the absence as excused. **HOWEVER**, Students **must** contact their instructor at least 24 hours prior to missing class **FOR ANY REASON** for the possibility of their absence to be excused. Just letting the instructor know 24 hours in advance does NOT guarantee an excused absence. This will be to the instructor's discretion.

**\*\*Students who miss up to 20% of the class (7 absences) will fail the course even if the absences are excused.**

#### For unexcused absences:

- Students with 5 absences will drop one letter grade
- Students with 7 absences will fail the course

Tardies are considered entering class **1-10 minutes** late AND leaving class **1-10 minutes** early

- 2 tardies count as 1 unexcused absence

**\*\*Students who come into class tardy must come see the instructor at the end of class to make sure they are counted as present and also to let her know *why* they were late. It is up to the student to take care of this. **If the late student does not check with the instructor at the end of class to make sure they were counted as present/tardy s/he will be counted as absent.****

*Even if the instructor clearly sees you walk in tardy. The student has still been recorded as absent.*

#### For tardies, excused, or unexcused absences:

It is 100% the student's responsibility to ask peers for any material, assignments, lectures, etc. missed. **DO NOT email me asking if you missed anything- because you did**, and I will not back track for you. It is your responsibility.

IF you have an excused absence, your work will STILL BE DUE ON TIME. You need to email your work to me by

the class time it is due and bring me the printed copy by the next class day.

Note: Jail time, court appearances, scheduled doctor's appointments and flat tires are not considered an excused absence.

### *Academic Honesty*

The official departmental policy: "Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. **Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion.** (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3])

If you ever have any questions about a particular use of a source, always ask your instructor. They want you to avoid plagiarism, too, so they will help you do so whenever and wherever they can. Do what you can to take advantage of this support—to look innocent in addition to **being** innocent when it comes to charges of plagiarism.

Students guilty of academic dishonesty of plagiarism on any assignment can expect to **fail the assignment in question or the entire course depending on the nature of the incident.**

There will be absolutely no opportunities for revision if a paper has been plagiarized. The student will fail the assignment. If the student plagiarizes a second time they will fail the course. No exceptions.

### *Electronics*

Students will only be allowed to use laptops, netbooks, iPads, Kindles, etc. during class time IF they receive permission from the instructor PRIOR to using it during class. To receive approval: Student will type up a **300 word proposal** making a clear and logical argument for WHY they wish/need to use their device during class.

If I get the impression that you are using the electronic for anything unrelated to class I will ask you to put it away once. If it happens a second time I will ask you to leave and you will receive an absence for that class day and will not be allowed to use it in class again.

### *Cell Phones*

Place your cell phone on vibrate/silent and have it on your desk if you are going to have it on you. If you get a call or text that is an emergency and you need to answer, then step out to take care of it. **Otherwise, ignore it.** If you are actively using your phone during class for anything that is clearly unrelated to class I will ask you to leave and you will be counted absent. No questions asked. If it's an emergency, you will step out, but otherwise I expect you to just leave the phone alone. DO NOT ninja text. I can see you texting under the desk and in your purse and it's disrespectful. THAT will get you kicked out of class.

### *Food*

Feel free to bring snacks and drinks to class. If you make a mess you clean it up. Don't bring a four course meal or a giant onion, but keep it discreet and you'll be fine. It's easy to forget to drink water and eat snacks and meals throughout the day when you have so much going on- so you are more than welcome to do that during this class if you can do so quietly and discreetly.

### *On University-Sanctioned Activities*

To accommodate students who participate in university-sanctioned activities, the First-Year Composition Program typically offers sections of this course at various times of the day and week. However, because this is a summer course, options are limited. If you think that this course may conflict with a university-sanctioned activity in which you are involved--athletics, etc.--please see your instructor after class on the first day- Remember even students who miss up to 4 classes for excused reasons won't be able to pass the course.

### **University Specific Procedures:**

#### *ADA Statement*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)  
[Student Disability Resources & Services](#)

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct* from *Student Guide Handbook*).

## COURSE OUTLINE / CALENDAR

### Schedule Subject to Change (probably WILL change)

*Ethnographic Inquires in Writing* = EI IW

*FieldWorking* = FW

The semester's work is split into four Units:

UNIT1: <i>Terms &amp; Proposal</i>	UNIT2: <i>Ethics</i>	UNIT3: <i>Descriptions</i>	UNIT4: <i>Research</i>
<b>Content:</b> *Literacy & Discourse Community *Ethnography *Insiders Vs. Outsiders *Choosing a Community *MLA formatting *Ideology *Writing Center *Bias and Baggage *Addressing Audience *Introduction *Conclusions	<b>Content:</b> *Participants & Motivation *Audience *Community Ex. Video *3 Q's to consider *Informed Consent *Ethical Research *Literacy Practices & Events *Fieldwork Descriptions	<b>Content:</b> *Artifacts & their Function *Similes *Perfect Paragraphs *Interviews *Integrating quotes *Appeals and Research *List Literacies	<b>Content:</b> *Conferences *Annotations *Text, Context, Function *How literacy functions for insiders vs. outsiders
<b>Work:</b> Quiz 1 Participation 1 Email Proposal	<b>Work:</b> Quiz 2 Participation 2 Response 1: (ICF)	<b>Work:</b> Quiz 3 Quiz 4 Participation 3 Response 2: Participants Response 3: Artifacts Response 4: Site	<b>Work:</b> Quiz 5 Participation 4 Response 5: 3 Sources
<b>Writing Assignments:</b> Writing Assignment 1	<b>Writing Assignments:</b> Writing Assignment 2 Writing Assignment 3	<b>Writing Assignments:</b> Writing Assignment 4	<b>Writing Assignments:</b> Annotated Bibliography
<b>Reading:</b> How to Email a professor  <i>Ethnographic Inquiries in Writing-</i> (3-18) (170-198)  <i>Field Working-</i> (1-8) (63-65) (297-298)	<b>Reading:</b> <i>Ethnographic Inquiries in Writing-</i> (117-122) (123-139)	<b>Reading:</b> <i>Ethnographic Inquiries in Writing-</i> (21-32)  <i>Field Working-</i> (186) (264-267)	<b>Reading:</b> <i>Field Working-</i> (345-347) (39-40) (219-228)

### FINALS: Analysis

Participation 5

Final Ethnography (Paper and Visual aspect)

## SEMESTER CALENDAR

### **Introduction and UNIT 1: Terms and Proposal**

#### **Week 1**

<b>Monday 8/31</b>	<i>In Class</i>	<i>Read for next time</i>	<i>Due by next class</i>
Due:	*Class *Syllabus *Office and Writing Center		
<b>Wednesday 9/2</b>			
Due:	*Ecollege, Syllabus, Wiki *Ethno Terms	*Review Syllabus *Read How to email professor article [link on wiki] *Get Supplies	
<b>Friday 9/4</b>			
Due:	*Syllabus Review		

#### **Week 2**

<b>Monday 9/7</b>	<i>In Class</i>	<i>Read for next time</i>	<i>Due by next class</i>
Due:	<b>NO CLASS: LABOR DAY</b>		
<b>Wednesday 9/9</b>			
Due:	*Review Ethno Terms *Plagiarism *Choose a Community *Insider Vs. Outsider *Email Proposal		*Email Proposal
<b>Friday 9/11</b>			
Due: Email Proposal	*MLA Format *Citing Sources *Works Cited and Intext	*EIIW 3-18 *FW 1-8 [Link on wiki]	

#### **Week 3**

<b>Monday 9/14</b>	<i>In Class</i>	<i>Read for next time</i>	<i>Due by next class</i>
Due:	*Review Reading *Discuss Communities *Discuss WA1 *Outline Exercise	*FW 297-298 *FW 63-65	
<b>Wednesday 9/16</b>			
Due:	*Thesis Statements *Audience *Outlining	*EIIW 170-198	
<b>Friday 9/18</b>			
Due:	<b>WORK DAY</b>		

#### **Week 4**

<b>Monday 9/21</b>	<i>In Class</i>	<i>Read for next time</i>	<i>Due by next class</i>
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Due:	*Review Williams *Thesis Statements		*WA1
<b>Wednesday 9/23</b>			
Due: WA1	*Review WA1 *"You" in Essay *Intro/Concl		
<b>Friday 9/25</b>			
Due:	<b>WORK DAY</b>		

**UNIT 2: Ethics**  
**Week 5**

<b>Monday 9/28</b>	<i>In Class</i>	<i>Read for next time</i>	<i>Due by next class</i>
Due:	*Review Papers *"I believe"/"I think" *Discuss WA2 *Belmont Report *ICF	*EIIW 117-122	
<b>Wednesday 9/30</b>			
Due:	*Field Work *WA2 *Mini Ethno *Review ICF		*Response 1: Informed Consent Form
<b>Friday 10/2</b>			
Due: Response 1	*Sign up for Confs *WA2 Qs *Bias, Baggage, Agenda		*WA2

**Week 6**

<b>Monday 10/5</b>	<i>In Class</i>	<i>Read for next time</i>	<i>Due by next class</i>
Due: WA2	*Reflexivity *Discuss WA3 *Audience and Appeals		
<b>Wednesday 10/7</b>			
Due:	*Literacy Practice and Events		*WA3 (bring to conf)
<b>Friday 10/9</b>			
Due:	<b>WORK DAY</b>		

**MIDTERM CONFERENCES:**  
**Week 7**

<b>Monday 10/12</b>	<i>In Class</i>	<i>Read for next time</i>	<i>Due by next class</i>
Due: WA3 during Conf	<b>MIDTERM CONFS</b>		
<b>Wednesday 10/14</b>			
Due:	<b>MIDTERM CONFS</b>		

<b>Friday 10/16</b>			
Due:	<b>MIDTERM CONFS</b>		

### **UNIT 3: Descriptions**

#### **Week 8**

<b>Monday 10/19</b>	<i>In Class</i>	<i>Read for next time</i>	<i>Due by next class</i>
Due:	*Review Lit P&E *Descriptions	*EIIW 21-32 *FW 186	*Response 2: Describe A
<b>Wednesday 10/21</b>			
Due: Response 2	*Artifacts		*Response 3: Describe B
<b>Friday 10/23</b>			
Due:	<b>WORK DAY</b>		

#### **Week 9**

<b>Monday 10/26</b>	<i>In Class</i>	<i>Read for next time</i>	<i>Due by next class</i>
Due: Response 3	*Artifacts	*FW 264-267	*Response 4: Describe C
<b>Wednesday 10/28</b>			
Due: Response 4	*Szwed: Text, Context, and Function *Clip Examples		*Quiz 4 (email or Print) <b>*WA4 (email)</b>
<b>Friday 10/30</b>			
Due: WA4 (email)	<b>WORK DAY</b>		

### **UNIT 4: Research**

#### **Week 10**

<b>Monday 11/2</b>	<i>In Class</i>	<i>Read for next time</i>	<i>Due by next class</i>
Due:	*Interviews *Ann Bibs		
<b>Wednesday 11/4</b>			
Due:			
<b>Friday 11/6</b>			
Due:	<b>WORK DAY</b>		

#### **Week 11**

<b>Monday 11/9</b>	<i>In Class</i>	<i>Read for next time</i>	<i>Due by next class</i>
Due:	*Library Research Day		
<b>Wednesday 11/11</b>			
Due:			*Response 5: 3 outside

	*Class Annotation		sources
<b>Friday 11/13</b>			
Due: Response 5 (email)	<b>WORK DAY</b>		

#### Week 12

<b>Monday 11/16</b>	<i>In Class</i>	<i>Read for next time</i>	<i>Due by next class</i>
Due:	*Group Annotations		
<b>Wednesday 11/18</b>			
Due:	*Review Library research		*Ann Bib
<b>Friday 11/20</b>			
Due: Ann Bib	*Discuss Final		*Propose visual format and access plan for CSW *Work on Visual Pres Draft

#### THANKSGIVING:

#### Week 13

<b>Monday 11/23</b>	<i>In Class</i>	<i>Read for next time</i>	<i>Due by next class</i>
Due:	<b>THANKSGIVING WEEK</b>		
<b>Wednesday 11/25</b>			
Due:	<b>THANKSGIVING WEEK</b>		
<b>Friday 11/27</b>			
Due:	<b>THANKSGIVING WEEK</b>		

#### FINALS: Analysis

#### Week 14

<b>Monday 11/30</b>	<i>In Class</i>	<i>Read for next time</i>	<i>Due by next class</i>
Due:	*Last Class		*Visual Presentation Draft
<b>Wednesday 12/2</b>			
Due: Visual Presentation Draft	In class Presentations		
<b>Friday 12/4</b>			
Due:	In class Presentations		

#### Week 15

<b>Monday 12/7</b>	<i>In Class</i>	<i>Read for next time</i>	<i>Due by next class</i>
Due:	<b>FINALS WORK DAY</b>		
<b>Wednesday 12/9</b>			
Due:			

	<b><i>FINALS WORK DAY</i></b>		
<b>Friday 12/11</b>			
Due:	<b><i>FINALS WORK DAY</i></b>		<b>*Final Ethnography and Visual Presentation Due by 5pm 12/11</b>

**Week 16/Finals Week**

<b>Monday 12/14</b>	<i>In Class</i>	<i>Read for next time</i>	<i>Due by next class</i>
Due:	<b><i>FINALS WEEK</i></b>		
<b>Wednesday 12/16</b>			
Due:	<b><i>FINALS WEEK</i></b>		
<b>Friday 12/18</b>			
Due:	<b><i>FINALS WEEK</i></b>		